

A Blueprint for Learning

Language Arts

Second Grade

The ***Blueprint for Learning*** is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the printed manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

**C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process**

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LANGUAGE ARTS ***Second Grade***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
D		Expand oral language through vocabulary growth.
D		Continue to implement rules for conversation.
D		Understand, follow, and give oral directions.
D		Participate in group discussion.
D		Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
D		Respond to questions from teachers and other group members.
D		Narrate a personal story.
I		Summarize lesson content.
D		Listen attentively to speaker for specific information.
D		Use appropriate listening skills (e.g., does not interrupt, faces speaker, and asks questions).
D		Listens and responds to a variety of media (e.g., books, audio tapes, and videos).
D		Recognize the difference between formal and informal languages.
D		Follow oral directions.
D		Add, delete, and change targeted sounds to modify or change words.
D		Identify and produce rhyming words.
D		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
D		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
D		Use known words to decode unknown words.
I		Apply knowledge of basic syllabication rules.
D		Read orally to develop fluency, expression, accuracy, and confidence.
D		Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
D		Demonstrate the automatic recognition of high frequency words.
D		Read a variety of texts with fluency, expression, accuracy, and confidence.
D		Participate in shared reading.
D		Match oral words to print words.
D		Identify a purpose for reading.
D		Participate in discussions about text.

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D		Read and explain own writings.
D		Relate selection to personal experience.
I		Relate literary experiences to others (e.g., book reports, sharing favorite stories).
D		Participate in guided, oral readings.
D		Manipulate word families, word wall, and word sorts.
D		Share storybooks, poems, environmental print, and own writing.
D		Explore a wide variety of literature through read-alouds, tapes, and independent reading.

Comprehension

D		Listens and responds to a variety of media (e.g., books, audio tapes, and videos).
I		Recognize that groups of sentences make a paragraph and paragraphs make a story.
D		Recognize and use parts of a book (e.g., title, author, illustrator, table of contents, and glossary).
D		Understand punctuation (e.g., period, question mark, and exclamation mark).
D		Reflect punctuation within written text while reading orally.
D		Participate in guided, oral readings.
D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
D		Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues, and structural analysis).
I		Identify simple multiple-meaning words based on the appropriate meaning for the context.
D		Build vocabulary through frequent read-alouds.
D		Participate in activities to build background knowledge to make meaning from text.
D		Make predictions about text.
D		Use illustrations to preview text.
D		Create graphic organizers (e.g., KWL, webs, lists, story maps, and charts).
D		Connect life experience to information and events in texts.
D		Employ self-correction strategies (e.g., rereading, asking for help).
D		Predict and adjust outcomes during reading.
D		Draw conclusions based on evidence gained while reading.
D		Restate story events in order to clarify and organize ideas.
D		Recall the sequence of events in a story.
I		Recognize cause and effect.
D		Recognize the main idea in picture books and texts.
D		Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
D		Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
D		Use graphic organizers to aid in understanding material from informational texts.
D		Visit libraries and check out appropriate materials.
D		Develop content specific vocabulary.
D		Use text features to locate information (e.g., charts, maps, and illustrations).

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D		Read for various purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
D		Read and view various types of literacy (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).
I		Understand the main idea in a visual message (e.g., pictures, cartoons, and posters).
I		Explore folktales and fables.
I		Identify characters, plot, and setting in print and nonprint text.
I		Recognize how the main character and other characters interact with each other.
I		Identify types of stories (e.g., folktales, fables, and fairy tales).
D		Determine whether the events in the reading selection are real or fantasy.
I		Compare and contrast different stories.
D		Determine the problem in a story and discover its solution.
D		Visit libraries/media centers and regularly check out materials.
D		Identify favorite stories, informational text, authors, and illustrators.
D		Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Brainstorm ideas with teachers and peers.
I		Write key thoughts and questions, record reactions and observations.
D		Construct graphic organizers to establish understanding.
I		Select a focus for writing.
D		Use a variety of sources to gather information.
D		Compose first drafts using appropriate parts of the writing process.
D		Write in complete coherent sentences.
D		Uses temporary spelling to spell independently as necessary.
D		Arrange events in logical and sequential order.
D		Reread draft.
I		Sharpen the selected focus for writing.
I		Revise to clarify and refine writing (e.g., rearrange words, sentences, and paragraphs) and provide more descriptive detail.
I		Evaluate own and others' writing through small group discussion and shared work.
I		Incorporate suggestions from peers and teachers.
I		Edit for complete sentences.
D		Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading.
D		Identify words or phrases that could be added to clarify meaning of written stories.
D		Use a simple rubric to evaluate own writing and group work.

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D		Use technology to publish writing.
D		Create readable documents with legible handwriting.
D		Share completed work.
I		Describe setting, characters, and events in detail.

Product

D		Incorporate photographs or illustrations in written works.
D		Review personal collection to determine progress.
I		Prepare a variety of written work (e.g., published books, stories, and book reports).
I		Write a narrative having a beginning, middle, and end.
I		Write accounts of personal experiences.
D		Write group stories with a beginning, middle, and end.
D		Summarize concepts presented in science (e.g., illustrations, sentences, and paragraphs).
D		Write stories about concepts presented in social studies.
D		Write in math journals, create math stories, and write explanations for problem solving.
D		Participate in shared writings about the arts and personal activities.
D		Write stories and poems.
D		Write, when given time, place, and materials.
I		Write to express opinions and judgments.
D		Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
D		Dictate or write stories (e.g., to tape recorder, adult, or older student).
D		Write a different ending to a story.
I		Write about a favorite character or favorite part of a story.
I		Compose a note or questions for a favorite author.
D		Summarize a story.
D		Write for a variety of purposes (e.g., friendly notes, invitations, messages, poems, and journals).
I		Write stories with a logical sequence.
I		Write descriptive sentences.
I		Write a report.
D		Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).
D		Write to entertain and inform (e.g., stories, poems, riddles, friendly letters, two or three step directions, and journals).

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

D		Use nouns appropriately (e.g., singular and plural, common and proper, and possessives).
D		Use verbs appropriately (e.g., past and present tense, agreement, action and linking, and irregular).
D		Use pronouns appropriately (e.g., pronoun case, subject and object agreement).

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D		Use adjectives appropriately (e.g., descriptive, comparative, and superlative).
D		Capitalize the first word of a sentence, names, pronoun “I,” and proper nouns.
D		Use correct punctuation at the end of declarative sentences, exclamatory sentences, and questions.
I		Use commas correctly in a series of one-word items (e.g., apples, oranges, and pears).
D		Form contractions using apostrophes.
D		Write legibly in manuscript.
D		Spell high-frequency words correctly.
D		Spell words correctly as appropriate to grade level.
D		Spell basic short-vowel, long-vowel words and consonant blend patterns.
I		Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).
D		Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
D		Use a dictionary to spell words correctly and to verify spelling.
D		Arrange words in alphabetical order to the second letter.
D		Recognize common abbreviations and contractions.
D		Add endings to base words to make new words (e.g., -ed, -ing, and -es).
I		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).
D		Distinguish between complete and incomplete sentences.
D		Identify and use statements, questions, and exclamatory sentences in writing and speaking.
D		Combine simple sentences into compound sentences.
I		Apply elements of language (e.g., end marks, capitalization, and commas in a series).
D		Understand punctuation (e.g., period, question mark, and exclamation mark).

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